

# Research *Rounds*

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FACULTY OF MEDICINE

The Centre for Health Education Scholarship (CHES)  
invites you to Research Rounds with:

## Clinical Reasoning in the Health Professions

### Dr. Meredith Young

**Date:** March 21, 2018

**Time:** 12:00pm to 1:30pm  
(feel free to bring a bagged lunch)

**Venue:** Diamond Health Care Centre, room 2267

With videoconference to:

- IRC 305
- NHSC 9-374
- RJH CA 120

*\*Please be aware that this session will be recorded and made available online to CHES members on a password-protected site.*



#### Dr. Meredith Young, PhD

Assistant Professor, Department of Medicine  
Research Scientist, Centre for Medical Education  
McGill University



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THE UNIVERSITY OF BRITISH COLUMBIA



## Research *Rounds*

Dr. Meredith Young

Clinical Reasoning in the Health Professions

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**ABSTRACT** Clinical reasoning is considered to be at the core of a health professional's practice. Given its central importance and presence in competency frameworks across the Health Professions, one might assume that consensus exists regarding our understanding of clinical reasoning. Explicit definitions of what clinical reasoning 'is' can support the enactment of competency frameworks, help shape teaching, and provide a defined construct for shaping assessment approaches. However, little consensus exists regarding the nature, visible features, definition, or language used when discussing clinical reasoning. In this talk, I will present recent work investigating the conceptualizations of clinical reasoning present within a group of experts, and in a broad sampling of the literature in Health Professions Education.

**ABOUT** Dr. Meredith Young, PhD is an Assistant Professor in the Department of Medicine and a Research Scientist at the Centre for Medical Education at McGill University. She received her PhD from McMaster University in Cognitive Psychology in 2009 investigating the integration of more formal knowledge (diagnostic rules) and informal knowledge (previous experience) in novices. Her work is situated in three main research axes; 1) investigating how reasoning unfolds in Health Professions Education by the individual (and the factors that affect reasoning), 2) exploring issues around validity in Health Professions Education, and 3) working towards methodological innovations and translations to HPE contexts.

**ACCREDITATION:** The University of British Columbia Division of Continuing Professional Development (UBC CPD) is fully accredited by the Committee on Accreditation of Continuing Medical Education (CACME) to provide study credits for continuing medical education for physicians. This course has been reviewed and approved by the UBC Division of Continuing Professional Development. This Group Learning course meets the certification criteria of the College of Family Physicians of Canada and has been certified by UBC CPD for up to 1.5 Mainpro+ credits. This course is an Accredited Group Learning Activity eligible for up to 1.5 MOC Section 1 credits as defined by the Maintenance of Certification program of the Royal College of Physicians and Surgeons of Canada. Each physician should claim only those credits he/she actually spent in the activity.

*The Centre for Health Education Scholarship (CHES) is committed to enhancing health education scholarship by building capacity for educational scholarship across the Faculty of Medicine through collaboration, team-building, mentorship of new faculty, successful funding applications, and other activities.*